Alaska-DLM Essential Elements and Instructional Examples for English Language Arts

Ninth and Tenth Grade

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ALASKA-DLM ESSENTIAL ELEMENTS AND INSTRUCTIONAL EXAMPLES FOR NINTH AND TENTH GRADE

Ninth and Tenth Grade English Language Arts Standards: Reading (Literature)

Alaska Grade-Level Standards	Alaska-DLM Essential Elements	Instructional Examples
Key Ideas and Details. **RL.9-10.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EERL.9-10.1.** Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.	**EERL.9-10.1.** Cite textual evidence that demonstrates what the text says explicitly as well as inferences drawn from the text. Ex. Highlight the text to mark what it says explicitly in one color and use a second color to highlight the text that supports an inference drawn from the text. **EERL.9-10.1.** Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text. Ex. After a discussion of an inference drawn from the text, determine which of several quotes selected by the teacher best support the inference while selecting other quotes that tell what the text says explicitly. **EERL.9-10.1.** Determine which citations demonstrate what the text says explicitly. Ex. After the teacher reads two or three quotes from the text, identify which quote tells what the main character did to solve his problem. Ex. Given a statement of what the text says explicitly, find the citation in a teacher-selected portion of the text. **EERL.9-10.1.** Identify quotes from a text. Ex. Given a choice of two quotes, decide which one comes from the text. Ex. Uses "yes" or "no" to indicate if a quote is from a text or not.
RL.9-10.2. Determine a	**EERL.9-10.2.** Recount	**EERL.9-10.2.** Determine the central idea of the text and select details that

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theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	events related to the theme or central idea, including details about character and setting.	relate to it; recount the text. Ex. Identify the main idea of the story and identify two details related to the main idea, then recount the text. Ex. Given a text projected on the interactive whiteboard, the student will identify the best central idea statement and then highlight details that relate to it. The student will use the result to support a recounting of the projected text. **EERL.9-10.2.** Distinguish between the central idea and details in a text. Ex. Sort a list of story-related details and central idea statements into the appropriate groups. Ex. Given three story elements (two details and a central idea), select the central idea. **EERL.9-10.2.** Identify details from a text. Ex. Highlight details in a story projected on an interactive whiteboard. Ex. Select details that relate to a text, given a list of details.
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	**EERL.9-10.3.** Determine how characters change or develop over the course of a text.	**EERL.9-10.3.** Describe how characters develop and interact with other characters. Ex. Chart interactions between characters that lead to changes in a character's behavior. Ex. Describe how the main character (e.g., Winnie in *Tuck Everlasting*) develops throughout the story (e.g., *she wants freedom*, *fears death*, *accepts eternity*) and how interactions with other characters (e.g., the Tucks) impact the change.

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		EERL.9-10.3. Describe interactions between characters. Ex. Select a word(s) to describe how two characters interact, (e.g., Tom and Alex support one another). Ex. Select a word(s) to describe what one character did in response to another's action (e.g., "What did Tom do when Alex ran away?"). **EERL.9-10.3.** Identify the things characters do when they interact. Ex. Given three choices, identify what two characters in a story do when they are together (e.g., Tom and Alex get into trouble together.). **EERL.9-10.3.** Identify words that describe characters. Ex. From a choice of descriptive words, choose one that describes a character, (e.g., "Was Tom tall or short?"). Ex. Identify the gender of characters or animals in the story (e.g., "Is <character's name> a girl or a boy?").
Craft and Structure. **RL.9-10.4**. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g.,	**EERL.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.	**EERL.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including common figures of speech. Ex. Given a figure of speech used in a story and three choices, determine the correct meaning of the figure of speech as it is used in the text (e.g., *As old as time* is an a figure of speech meaning *really old*.). **EERL.9-10.4.** Determine the meaning of words and phrases used in a text. Ex. Identify the definition of a word that matches the way it was used in the text (e.g., Select from a short list of synonyms a word that matches the meaning of a word used in the text.). Ex. Determine which illustration best reflects the meaning of a phrase as it

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how the language evokes a sense of time and place; how it sets a formal or informal tone).		is used in a text. **EERL.9-10.4.** Identify the meaning of words used in a text. Ex. Point to a picture that depicts the meaning of a word as it was used in a story.
RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	**EERL.9-10.5.** Identify where a text deviates from a chronological presentation of events.	**EERL.9-10.5.** Determine the actual sequence of events in a story or drama that has a manipulated sequence (e.g., flashbacks). Ex. Given several events in a story, arrange the events in the order they actually happened as opposed to the order they were told by the author. **EERL.9-10.5.** Determine the sequence of four or more events in a story or drama. Ex. Given four or more events in a story, arrange the events in the correct order. Ex. Arrange sentence strips to show at least four events in correct sequence from a story. **EERL.9-10.5.** Identify beginning, middle, and end of a text with a clear sequence. Ex. Given three events from a story, determine which happened in the beginning, middle, and end. Ex. Complete a graphic organizer that shows the events that happened at the beginning, middle, and end of a story. **EERL.9-10.5.** Identify events from a story. Ex. Given a list of events, identify events that occurred in the story.

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		Ex. Use a switch to confirm whether each event presented was or was not in the story as the teacher reads each event and asks, "Was this in the story?"
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	**EERL.9-10.6.** Determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience.	**EERL.9-10.6.** Compare and contrast the cultural experiences of characters in a story or drama from outside the U.S. with personal experience. Ex. After reading a story about a boy or girl in another county (e.g., *Crow Boy*), compare and contrast the life of the character with one's own life. **EERL.9-10.6.** Connect the experiences of characters in a story or drama from outside the U.S. with personal experience. Ex. Connect an experience of the character in the story from another culture to an experience of the student, (e.g., "Have you ever been to the beach? How was it like what Jesse in the story saw at the beach?"). Ex. Connect an experience of a character to a personal experience of the student. **EERL.9-10.6.** Identify the experiences of a character in a story or drama from outside the U.S. Ex. With the text projected on an interactive whiteboard, highlight all of the sentences that tell about the character's experiences. Ex. Given a list of experiences, identify those that the character in the book experienced. **EERL.9-10.6.** Recognize a character doing an action. Ex. Identify a character on a video, in a book, or in a magazine who is doing something familiar.

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Integration of Knowledge and Ideas. **RL.9-10.7.** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	**EERL.9-10.7.** Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).	**EERL.9-10.7.** Compare and contrast the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration). Ex. Compare and contrast the poem *The Great Figure* to the painting *The Figure 5 in Gold* that was inspired by the poem. Ex. Compare and contrast a video cartoon to a comic book containing the same story (e.g., "What is the same?" and "What is different?"). **EERL.9-10.7.** Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration). Ex. Compare a video cartoon to a comic book containing the same story (e.g., "What is the same?"). Ex. Compare an illustration with the accompanying poem in *Where the Sidewalk Ends*. **EERL.9-10.7.** Match poetry with illustrations that represent them. Ex. Given a selection of illustrations from *Where the Sidewalk Ends*, match them to the appropriate poems. **EERL.9-10.7.** Identify an illustration that depicts the topic of a poem. Ex. Given two illustrations, identify the one that depicts the topic of a poem read aloud.
RL.9-10.8. (Not applicable to literature)	**EERL.9-10.8.** N/A	
RL.9-10.9. Analyze how an author draws on and	**EERL.9-10.9.** Identify when an author draws upon or	**EERL.9-10.9.** Determine how an author has drawn upon or included references to another text.

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transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	references a different text.	Ex. Relate information from a previous book in a series to a later book in the same series. Ex. Relate how information from one author's text is found in another author's text. **EERL.9-10.9.** Identify when an author references one text to another text. Ex. Identify when information from a previous book in a series is referenced in a later book in the same series. Ex. Relate how information from one author's text is found in another author's text. **EERL.9-10.9.** Identify parts of two texts that are similar. Ex. After reading two stories on similar topics, identify parts of the texts that are the same. Ex. Given two stories about the same character, identify parts of the texts that are the same. **EERL.9-10.9.** Identify two books on the same topic. Ex. Given three books, two of which are about the same character with the name in the title, select the two that are about the same character. Ex. Shown three books, two of which are on the same topic (e.g., same words in both titles), select the two that are on the same topic.
Range of Reading and Level of Text Complexity. **RL.9-10.10.** By the end of	**EERL.9-10.10.** Demonstrate understanding of a text while actively engaged in reading or listening to	

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grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	stories, dramas, or peoms.	

Ninth-Tenth Grade English Language Arts Standards: Reading (Informational Text)

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Key Ideas and Details. **RI.9-10.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EERI.9-10.1.** Determine which citations demonstrate what the text says explicitly as well as inferentially.	**EERI.9-10.1.** Cite textual evidence to draw inferences from the text. Ex. Use a graphic organizer such as a two-column chart with the headings, "What I Know" and "Facts". Fill in the graphic organizer by using examples from text of "Facts" (e.g., "Steps are numbered, if I do #3 before I do #2, I don't have the pieces I need.") that support an inference "What I Know" (e.g., need to do steps in order). Ex. While reading a historical text, infer what will happen next in the text using textual evidence to support the inference (e.g., *The soldiers gathered on the battlefield* supports an inference that there is going to be a fight). **EERI.9-10.1.** Determine which citations demonstrate what the text says explicitly as well as inferentially. Ex. Draw an inference about an informational text (e.g., *It is important to know the weather to plan activities for the day.*) and select two facts from a weather report that support the inference (e.g., *The weather will be sunny in the morning but it will rain in the afternoon.*). Ex. After reading a narrative on a march with Martin Luther King, select an inference from choices (e.g., *The marchers did not want anyone to get hurt.*) and choose a related fact stated in the text to support the inference (e.g., *The people did not bring guns or clubs.*). **EERI.9-10.1.** Determine which citations demonstrate what the text says explicitly. Ex. Underline text that tells how a task should be completed.

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		Ex. Given a statement of what the text says explicitly, find the citation in a teacher-selected portion of the text. **EERI.9-10.1.** Identify words from a text. Ex. After shared reading of a familiar informational text, respond by nodding or using a switch to identify a statement read aloud as from a familiar informational text.
RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**EERI.9-10.2.** Determine the central idea of the text and select details to support it.	**EERI.9-10.2.** Determine central and key ideas throughout the text and identify details that support them. Ex. After reading an excerpt of the *I Have a Dream* speech, identify more than one key idea that Martin Luther King dreamed. Ex. After reviewing a timeline of events that occurred during WWII with the teacher pointing out the key ideas from the timeline, identify more than one key idea about the war. **EERI.9-10.2.** Determine the central idea of the text and select details that support it. Ex. Given an informational pamphlet, tell what it is about based on the title and select at least two details about the topic from the contents of the pamphlet. Ex. Given an instruction sheet, determine what it is about and select at least two important instructions from the contents. **EERI.9-10.2.** Retell details from the text. Ex. Provide at least two details about the text. Ex. Recall basic details from directions.

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		EERI.9-10.2. Recognize a detail from text. Ex. Highlight a detail from a label – circle or point to the skull and crossbones. Ex. Given a sign (e.g., safety signs), point to an important detail.
RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	**EERI.9-10.3.** Determine connections drawn between ideas or events in informational text.	**EERI.9-10.3.** Determine connections drawn between ideas or events to make a point in informational text. Ex. Determine the connection between an event and the event that directly preceded it (e.g., After studying Martin Luther King Jr., the students recognize that all of the marches that he led were for equal rights.). Ex. Determine the connection between an idea and what preceded it (e.g., after studying the American Revolution, students recognize that the American colonies wanted freedom from Great Britain and fought the British to get it.). **EERI.9-10.3.** Determine connections drawn between ideas or events in informational text. Ex. Use graphic organizers to show relationships in an informational text, (e.g., If I run a stop sign, I will get a ticket; If a person has a stomachache, call the doctor.). Ex. Use the sequence of two or more events to show how they are related to an informational text (e.g., bringing glass to the swimming pool, glass is dropped and broken, someone gets cut). **EERI.9-10.3.** Recognize how ideas or events in a text are related. Ex. Identify details from informational text to make decisions (e.g., use a

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		weather forecast to decide clothing to wear that day).
		Ex. Given choices, recognize the relationship between information and events that follow, (e.g., "It was raining and the girl did not have an umbrella, she got wet. What should the girl do so she does not get wet?").
		EERI.9-10.3. Identify information from text.
		Ex. After listening to the teacher read a short informational text (e.g., rules for the swimming pool), use a switch to confirm whether a detail was in a text as the teacher reads and asks, "Did we just read that?").
		Ex. After shared reading and discussion of an informational text, select from choices an illustration from the text (e.g., point to a picture of a bottle with an X across it from rules for the swimming pool).
Craft and Structure. **RI.9-10.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	**EERI.9-10.4.** Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.	**EERI.9-10.4.** Determine meanings of words and phrases in informational text including figurative language. Ex. Make idiom books and write the real meaning (e.g., *You're driving me up a wall = you are making me crazy.*). Ex. Given more than one meaning of key vocabulary words, select the one that best matches the reading passage. **EERI.9-10.4.** Determine meanings of words and phrases in informational text. Ex. Identify meaning of key words using context clues. Ex. Use a dictionary to look up the meaning of key words. **EERI.9-10.4.** Recognize words and phrases used in a text. Ex. Name or point out words and phrases in an article

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		Ex. Given a key word for an article, point to it in the article.
RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	**EERI.9-10.5.** Locate sentences that support an author's central idea or claim.	**EERI.9-10.5.** Determine the author's claims and identify which sentences support his or her claims. Ex. Read or listen to a historical text, state the author's claim and underline the sentences that tell about the author's claim (e.g., After reading and discussing an excerpt of Franklin Roosevelt's *State of the Union* address, students identify a claim Roosevelt makes and a sentence that supports the President's claim.). Ex. Read or listen to a science text, select from choices what the author's claim is and tell which sentences show this is what he or she thinks (e.g., sentences that tell about the author's claim that we need better recycling programs). **EERI.9-10.5.** Determine which sentences in a text support the claims of the author. Ex. Using a passage projected on an interactive whiteboard, read or listen to and discuss with the teacher the claim made in the text; then highlight which sentences tell about the author's claim. Ex. Read or listen to the text and tell which sentences tell about the author's claim (e.g., that we need better recycling programs). **EERI.9-10.5.** Identify one detail from an article. Ex. After reading or listening to an article on a current event, points to a picture from an article that depicts a detail from the article and repeats the detail they heard or read. Ex. Read or listen to the text and tell which sentences tell a detail (e.g., *The*

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		President came here.). **EERI.9-10.5.** Identify a detail. Ex. Given choices, identify a detail in response to "wh" questions.
RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	**EERI.9-10.6.** Determine an author's point of view and compare with own point of view.	**EERI.9-10.6.** Determine an author's purpose and point of view and identify an opposing point of view. Ex. When presented with two texts on the same topic but different viewpoints, identify the author's different perspectives. Ex. Given new sentences, determine if they support the author's purpose or are opposite. **EERI.9-10.6.** Determine an author's purpose or point of view. Ex. After reading an informational text, state the author's purpose (e.g., After reading about a U.S. President, answer, "What is the author trying to tell you?," say "good president".). Ex. After reading and discussing a science text, select from related and unrelated choices the purpose of the text (e.g., germs make you sick). **EERI.9-10.6.** Identify resource based on its author's claim. Ex. Select text about snakes from at least three different options. Ex. Select text about a historical figure from choices provided by the teacher. **EERI.9-10.6.** Request a resource by topic or purpose. Ex. Ask for a resource by topic or purpose, (e.g., The teacher says, "What do you want to read about?," and student says, "bugs.").

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		Ex. Use a preprogrammed AAC device to request an informational text by topic or purpose.
Integration of Knowledge and Ideas. **RI.9-10.7.** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	**EERI.9-10.7.** Analyze two accounts of a subject told in different mediums to determine how they are the same and different.	**EERI.9-10.7.** Compare and contrast a selection from text about a person with other mediums. Ex. Compare a letter written by a subject to a section in a biography or news report telling about the same event (Martin Luther King's *Letter from a Birmingham Jail*). Ex. Describe similarity or differences between an informational text about a person and a painting, photograph, or film clip about them. **EERI.9-10.7.** Compare a selection of informational text about a person with another medium. Ex. Tell what is the same in a biographical video about a person to a text or passage about the same person (e.g., "He was/is president."). **EERI.9-10.7.** Identify that two sources refer to the same individual. Ex. Identify who two sources are about in a television commercial or brief video (YouTube) and a newspaper article about the same person. Ex. Given a newspaper article and shown two news reports, match the newspaper article to the same person that is presented in a news report. **EERI.9-10.7.** Recognize the meaning of an informational message. Ex. Recognize the topic of an electronic article when read aloud (e.g., about the president). Ex. Given an informational message, respond to the message (e.g., recognize a fire alarm's connection to a fire drill).

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RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	**EERI.9-10.8.** Determine how the specific claims support the argument made in an informational text.	**EERI.9-10.8.** Use evidence and statements to support an argument. Ex. Ask and answer questions about whether key details support the central idea or claim of an author in the text. **EERI.9-10.8.** Delineate statements that support an argument. Ex. Given two statements related to an argument, select the one that supports the argument (e.g., select from "there is no red and green light" and "the street sign is a rectangle" to support "crossing the street in the middle of the block is dangerous"). Ex. After reading text about the president in which all of the statements are about the president except for one statement, identify the statement that is not about the president. **EERI.9-10.8.** Identify a fact from a text. Ex. After two statements are read by the student or teacher, identify which is a fact versus which is an opinion using key words such as *I think*, *I believe*, *I feel*, (e.g., "The body needs food to live." versus "Some people think sugar is bad for you."). Ex. As statements are read by the teacher from a historical passage, identify which is a fact versus opinion using key words such as *I think*, *I believe*, *I feel*, (e.g., "Lincoln was president of the United States." versus "Many believe he was a great man."). **EERI.9-10.8.** Recognize that an event occurred. Ex. After the teacher reads a brief account of something that happened and discusses it, use a switch to indicate whether an event occurred in the

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		passage (e.g., "Did this happen?").
RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	**EERI.9-10.9.** Make connections between texts with related themes and concepts.	**EERI.9-10.9.** Make connections between U.S. documents of historical and literary significance based on related themes and concepts. Ex. After reading or listening to speeches by two famous people and discussing with the teacher what is the same about them, select from choices a concept that connects the two (e.g., two leaders making speeches on freedom). Ex. After reading and discussing with the teacher two historical speeches (e.g., Roosevelt's *Four Freedoms* speech, King's *Letters from Birmingham Jail*) and discussing key ideas from each and how they are related, tell how the two speeches are related (e.g., *about being free*). **EERI.9-10.9.** Recognize a historical fact. Ex. Given historical non-fiction on presidents and asked, "Is this a fact? The president lives in the White House," answers, "yes." **EERI.9-10.9.** Classify fact and fantasy. Ex. Categorize pictures of objects and people as real or unreal (e.g., a U.S. President and a fairy).
Range of Reading and Level of Text Complexity. **RI.9-10.10.** By the end of grade 9, read and comprehend literary nonfiction in the grades 9–	**EERI.9-10.10.** Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.	

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10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.		

Ninth -Tenth Grade English Language Arts Standards: Writing

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Text Types and Purposes. **W.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a	**EEW.9-10.1.** Write claims about topics or texts. a. Introduce a topic or text and write one claim and one counterclaim about it. b. N/A	**EEW.9-10.1.a-b.** Write to express an opinion with supporting information about a topic or text and a concluding statement. Ex. Write an argument to support claims with clear reasons or evidence and introduce alternate or opposing claims. Ex. Write a claim about the class election (e.g., *Joe is the best*) and an argument to support the claim (e.g., *he is a friend)* and a reason (e.g., *he is good*) and introduce a counterclaim (e.g., *Jen is good, too*). Ex. Write a claim (e.g., *School uniforms are bad*.) and an argument to support it (e.g., *too hard*) with a reason (e.g., *lots of buttons*) and introduces a counterclaim (e.g., *uniforms easy to decide).* Ex. Write a claim (e.g., *No fighting at school.*), an argument to support it (e.g., *It is the rule.*), and a reason (e.g., *someone hurt)*. **EEW.9-10.1.a-b.** Write about a personal opinion and give more than one reason supporting and rejecting the claim. Ex. Given a statement (e.g., Students should have more freedom.), initially express agreement (e.g., *We are in 8th grade. We can make good choices.*) and then disagreement (e.g., *Sometimes we make mistakes. Sometimes we don't think ahead.*) and give more than one reason why, and then draw a conclusion (e.g., *Parents and teachers can help with freedom.*). **EEW.9-10.1.a-b.** With teacher support and guidance, write an argument to support claims with one clear reason and a piece of evidence. Ex. Writes a claim about the class election (e.g., *Joe is the best*) with a

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manner that anticipates the audience's knowledge level and concerns.		peer, brainstorm arguments and reasons with the peer, and then write an argument to support the claim (e.g., *he is a friend*), and a reason (e.g., *he is good*). Ex. Write a claim (e.g., *School uniforms are bad.*) and, after teacher-led discussion, adds an argument to support it (e.g., *too hard*) with a reason (e.g., *lots of buttons*). Ex. Write a claim (e.g., *No fighting at school.*), an argument to support it (e.g., *It is the rule.*), and, after getting feedback on the draft from the teacher, adds a reason (e.g., *someone hurt*). **EEW.9-10.1.a-b.** With guidance and support, write a claim and a reason. Ex. Use a ready-made set-up in multimedia software to choose words to write a claim. Ex. After a peer writes, state agreement or disagreement (e.g., A peer writes, *uniforms are bad*, indicate "Yes" when asked, "Do you agree? Are uniforms bad?") and then using assistive technology, type letters or words providing a reason. Ex. Choose a claim from two options (e.g., *School uniforms are bad. School uniforms are good.*) and alternating turns with the teacher, uses assistive technology to type letters and words (e.g., *nice*) as the teacher models during her turn, short simple reasons (e.g., *Students look nice. Students look the same.*)
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion,	**EEW.9-10.1.c.** N/A	

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and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.		
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**EEW.9-10.1.d.** N/A	
e. Provide a concluding statement or section that follows from and supports the argument presented.	**EEW.9-10.1.e.** N/A	
W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately	**EEW.9-10.2.** Write to share information supported by details. a. Introduce a topic clearly and use a clear organization to write	**EEW.9-10.2.a-b.** Write to convey ideas and information clearly, grouping ideas into categories including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write about a hobby stating what the hobby is (e.g., *I like cooking.*), writing a paragraph about favorite foods to cook with a reason (e.g., *I like make gril ches* [grilled cheese]*, mac n chees* [macaroni and cheese]*. I like*

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through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's	about it including visual, tactual, or multimedia information as appropriate. b. Develop the topic with facts or details.	*melt ches* [melted cheese].) and favorite desserts (e.g., *I like make* [making] *hot fuj sunda* [fudge sundaes] *with ice crem sprinkls* [cream sprinkles]. *Ice crem* [cream] *is cold and swet* [sweet].). **EEW.9-10.2.a-b.** Write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed. Ex. Write to give directions to a place in the school including a step-by-step organization with illustrations as needed to support understanding. Ex. Write to describe a school assembly first describing what the topic was (e.g., *DARE*), who was involved (*all the kids*), then the activity (*listen to polis* [police]) and details (*No beer. No drugs.)*. **EEW.9-10.2.a-b.** Write to convey ideas and information using clear organization as well as graphics and multimedia. Ex. Write to give directions to a place in the school including most of the steps with illustrations as needed to support understanding. Ex. Write to describe a school assembly about DARE saying who was involved (*all the kids*) and what happened (*listen to polis* [police]). **EEW.9-10.2.a-b.** With guidance and support, write to convey ideas. Ex. Use a preprogrammed alternate keyboard to write about the school assembly (*like it*). Ex. Work with a teacher using two-switch step scanning to scan through the letters of the alphabet directing the teacher to "go to the next one," and "write that one down," in order to select letters to use in writing

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knowledge of the topic.		about school. Ex. Using word prediction software and with a teacher's support and guidance, write about a favorite activity in class (like going to a movie).
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	**EEW.9-10.2.c.** Use complete, simple sentences as appropriate.	
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	**EEW.9-10.2.d.** Use domain specific vocabulary when writing claims related to a topic of study or text.	
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**EEW.9-10.2.e.** N/A	
f. Provide a concluding statement or section	**EEW.9-10.2.f.** Providing a closing or concluding	

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that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	statement.	
W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	**EEW.9-10.3.** Write about events or personal experiences. a. Write narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. b. N/A	**EEW.9-10.3.a-b.** Introduce an experience or situation and describe it including multiple characters and events in sequence. Ex. Write a story about a vacation including the people who went (e.g., *Mom and Dad and me went to the montuns* [mountains]) and several events (e.g., *We see deer. We ride up. We ride down.*). Ex. Write about an activity that happened after school including the names of the students involved and multiple events in sequence. Ex. After reading and discussing a non-fiction text, write a summary about an event (e.g., mountains), the situation (erosion), the actors (wind and water), the actions (wind blows, water runs, mountains change). **EEW.9-10.3.a-b.** Introduce an experience or situation, at least one character, and describe multiple events in sequence. Ex. Write a story about a vacation (e.g., *We went to the montuns* [mountains]) and several events (e.g., *We see deer. We ride up. We ride down.*). Ex. Write about an event that happened after school including multiple events (e.g., *I go practis* [practice]. *Sing*. *Dans* [dance]).

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b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.		Ex. After reading and discussing a non-fiction text, generate group notes in visual planning software, convert those visual notes into a written outline in the software, and expand those notes into a summary about an event (e.g., mountains), the situation (erosion), the actors (wind and water), the actions (wind blows, water runs, mountains change). **EEW.9-10.3.a-b.** Introduce an experience or situation and include at least one character or event. Ex. Write about vacation writing, *We go to the montuns* [mountains]. Ex. Write about an event that happened after school (e.g., *I go sing*.) Ex. After reading and discussing a non-fiction text, identify key actors and events from a list on an interactive whiteboard, and write a summary using a template (e.g., This text is about <event>. The wind and water <did what two things> and <what happened to the mountains>.). **EEW.9-10.3.a-b.** With guidance and support, write about a personal experience. Ex. Use word prediction software and teacher support and guidance (e.g., The teacher asks, "Where did you go? What did you see? Hear? Do?") to write about going to the mountains, selecting pictures of the people who went (*mom*, *dad*, *me*), and the events (*deer*, *chair lift*, *eat*, *TV*). Ex. Use words or symbols provided by the teacher to write about daily events. Ex. After seeing a photo from a field trip, use a multi-message device to communicate about the experience (*Go farm. Happy.*), which the teacher will write below the photo and read aloud as the student observes.

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c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	**EEW.9-10.3.c.** Organize the events in the narrative using temporal words to signal order as appropriate.	
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	**EEW.9-10.3.d.** Use descriptive words and phrases to convey a vivid picture of experiences, events setting, or characters.	
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**EEW.9-10.3.e.** Provide a closing.	
Production and Distribution of Writing. **W.9-10.4.** Produce clear and coherent writing in	**EEW.9-10.4.** Produce writing that is appropriate to a particular task, purpose, and audience.	**EEW.9-10.4.** Produce coherent writing that is complete and appropriate to a particular task, purpose, and audience. Ex. Write directions in sequence to do a particular task. Ex. Make a list of things to assemble that will be needed for a class project.

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which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		**EEW.9-10.4.** Produce writing that is appropriate to a particular task, purpose, or audience. Ex. Make a list of things to pack for a trip using a talking word processor with word prediction software. Ex. Make a list of three or four steps needed to complete a task by responding to questions in graphic organizer software (e.g., List all the things you did. What did you do first? What did you do next? What was the last thing you did?), which is then converted to text outline and imported into talking word processor, where students expands on the notes and checks accuracy. **EEW.9-10.4.** With guidance and support, produce writing that is appropriate to the task, purpose, or audience. Ex. Use a word/picture bank projected on an interactive whiteboard combined with spelling to make a list of things to pack for a trip. Ex. Use a set of guidelines, word prediction software, and a talking word processor to write a letter with of application with an introduction, body, and a closing. **EEW.9-10.4.** With guidance and support, write. Ex. Use a keyboard to type letters interactively with a peer who provides a model by writing conventionally but simply. Ex. Use a multiple message voice output device interfaced with a computer and help from an adult who navigates to the desired page to make a list of free choice activities and then types letter-by-letter about each activity.

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W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**EEW.9-10.5.** Develop writing by planning and revising own writing.	**EEW.9-10.5.** Strengthen writing by planning and revising own writing and adding more information Ex. Given a topic and a sample brainstorming bubble, generate ideas and write them down, then reread what is written and add one more detail. Ex. Develop outline before beginning the writing process (topic, three details, conclusion) and use it to write, seek peer feedback, and then add to the outline based on feedback provided. **EEW.9-10.5.** Develop writing by planning and revising own writing by adding more information. Ex. Given a topic and a sample brainstorming bubble, generate ideas and write them down, then reread what is written and add one more detail. Ex. Using a question framework (e.g., 5 W's and an H) in graphic organizer software, take turns entering information into the organizer, seek another peer partner group's feedback, and then add to the outline. Ex. After reading a science text, work with a classmate to take notes in graphic organizer software, convert the graphic representation into an outline, and use word prediction software with a specific topic dictionary to complete the L column of a KWL chart, share it with another pair of classmates, and revise based on their feedback. **EEW.9-10.5.** With guidance and support from adults and peers, develop writing by planning and revising own writing by adding more information. Ex. After sharing writing with peers, work with peers to brainstorm ideas to add. Peers write all of the ideas in a list and give it to the student to use in revising and adding more information to improve the overall quality of

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		the writing. Ex. Work with peers to plan a written report of their research project. Each takes turns reading what they have to one another and then the group works together to add ideas to a graphic organizer provided by the teacher. Finally, the student adds ideas from the graphic organizer to own writing to strengthen it. **EEW.9-10.5.** With guidance and support from adults and peers, add more to writing to clarify message. Ex. When asked by an adult or peer to add more, select additional letters or words to add to the overall message. Ex. With teacher guidance and support and using word prediction software (e.g., The teacher asks, "What sound do you hear at the beginning of *cat*?"), and a talking word processor (e.g., The teacher says, "It said *car*. I thought you were trying to write *cat*. What can we change to make it say *cat*?"), label familiar pictures from a favorite text.
W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**EEW.9-10.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products.	**EEW.9-10.6.** Use technology, including the Internet, to produce, publish, and update individual writing products. Ex. Use technology to update, edit, and revise a piece of own writing. Ex. Use a talking word processor to listen to first draft and decide what information to add, spell check and grammar check to edit, and then export digital draft to class wiki. Ex. Having published a draft in a digital writing environment (e.g., website, wiki, blog), review comments of classmates about the draft, download it to a talking word processor with word prediction software, revise it based on the feedback, and upload back to the digital writing environment.

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		EEW.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Ex. Use technology to add a sentence in an electronic shared writing product. Ex. Add words to sentences in an electronic shared writing product. Ex. Use online communication software to text message with an e-buddy in another classroom or school. Ex. Record daily activities on a blog that is shared with parents instead of a traditional home-school notebook. Ex. Navigate the Internet using screen reader software, identify information about the selected topic, use the information to write using a talking word processor with an alternative keyboard, and share what was learned with classmates. Ex. Use a teacher-created or teacher-identified website to learn about a topic with a peer, take notes with the peer in graphic organizer software, convert the graphic organizer to an outline, and co-author a summary. **EEW.9-10.6.** With guidance and support, use technology, including the Internet, to produce, publish, and update shared writing products. Ex. After reviewing and discussing a shared writing product, add words to sentences in the electronic shared writing product. Ex. Having sent an e-mail to an adult, read their response seeking additional information or clarification, and write a new e-mail to address the request. Ex. Use an alternative keyboard programmed with the day's activities and some comments to write an entry on a blog that is shared with parents

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		instead of a home-school notebook. **EEW.9-10.6.** With guidance and support, use technology to write. Ex. Use a keyboard to type letters and words interactively with a peer or an adult who types simple, conventionally spelled messages. Ex. Use a keyboard programmed for only alphabet letters and a space bar, word prediction software, and a talking word processor with a peer model to take turns typing text messages to one another.
Research to Build and Present Knowledge. **W.9-10.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**EEW.9-10.7.** Conduct short research projects to answer questions posed by self and others using multiple sources of information.	**EEW.9-10.7** Conduct short research projects to answer questions posed by self and others using multiple sources of information. Ex. Interact with a variety of websites using a screen reader to access the information in order to answer a question posed by the teacher and generate two questions of his or her own. Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit a variety of websites to answer questions they posed in the W column and take notes in the L column as they do so. **EEW.9-10.7.** Conduct short research projects to answer questions posed by self and others using multiple sources of information. Ex. Interact with two websites using a screen reader to access the information in order to answer a question posed by the teacher and to generate two questions. Ex. Complete the K and W column of a KWL chart on a particular informational topic, and then visit two websites to answer questions they posed in the W column and take notes in the L column as they do so.

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		EEW.9-10.7. Conduct short research projects to answer questions using one or more sources of information. Ex. Given a question and text posted on an interactive whiteboard, research to find the answer to a question after a peer reads the question aloud and discusses it with the student before reading the text aloud to find the answer. Ex. Read or listen to sections of a book about water highlighted by a peer or teacher, and then use highlighted information to write an answer to a question (e.g., "Where is most of the water on earth?" *Water in oshun* [ocean].). **EEW.9-10.7.** With guidance and support, answer questions based on a text or other sources of information. Ex. With guidance and support, answer a yes or no question about an experience described in a text they have authored using word prediction software with a topic-specific dictionary. Ex. With guidance and support, answer multiple-choice questions about information provided in a text that they have co-authored with a peer about a favorite school activity. Ex. Use word prediction software to answer questions about an illustration from a favorite text inserted in a digital document, and, if spelling is unclear, answer yes or no questions about their answer.
W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using	**EEW.9-10.8.** Write answers to research questions by selecting relevant information from multiple	**EEW.9-10.8.** Select information, including quotes, from multiple sources and use the information to write answers to research questions. Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, select information about the topic and use the

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advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	resources.	information to answer questions using direct quotes from the websites. Ex. Given a problem and bookmarked websites, use at least two sources to show a solution to the problem. **EEW.9-10.8.** Select information from multiple sources and use the information to write answers to research questions. Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, use a screen reader to read the sites and select information about the topic. Then, use the information to answer questions. **EEW.9-10.8**. With guidance and support, select information from multiple sources and use the information to write answers to research questions. Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, navigate to each site and copy/paste information to answer the questions. Ex. Given a topic, a collection of bookmarked websites, and a set of guiding questions, navigate to each site, listen and read the information with a screen reader, and use word prediction software with a talking word processor to write their answers. **EEW.9-10.8.** With guidance and support, use information from one source to answer a question. Ex. Given a guiding question, use a single message voice output communication device to say, "That's it" when the teacher reads something from a teacher-selected text that answers the question.

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		Ex. With teacher guidance and support as needed with any of the steps: given a topic, a single bookmarked website, a *what* or *where* question, use a screen reader to listen to and read the information at the site, and use word prediction software with a talking word processor and adapted keyboard presenting only alphabet letters, space bar, and a period, write an answer.
W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").	**EEW.9-10.9.** Use information from literary and informational text to support writing. a. Apply *Essential Elements of Grade 9-10 Reading Standards* to literature (e.g., "Identify when an author has drawn upon or included references to another text.").	**EEW.9-10.9.a.** Apply *Essential Elements of Grade 9-10 Reading Standards* to literature (e.g., "Determine how an author has drawn upon or included references to another text."). Ex. After reading to determine how an author has related information from a previous book in a series to a later book in the same series, write about it. Ex. After reading to determine how information from one author's text is found in another author's text, write about it. **EEW.9-10.9.a.** Apply *Essential Elements of Grade 9-10 Reading Standards* to literature (e.g., "Identify when an author references one text to another text."). Ex. After reading to identify when an author has drawn upon another text, write about the text that was drawn upon. Ex. After reading two stories on similar topics, write the parts of the texts that are the same. **EEW.9-10.9**.a. With guidance and support, apply *Essential Elements of Grade 9-10 Reading Standards* to literature (e.g., "Identify when an author references one text to another text.").

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		Ex. After reading two stories on similar topics, using teacher guidance and support as needed, write the parts of the texts that are the same using word prediction software and a talking word processor. Ex. Given two stories about the same character (e.g., two cultural representations of the Cinderella story), write about what is the same about the character in both stories using teacher guidance and support as needed, word prediction software, and a talking word processor. **EEW.9-10.9.a.** With guidance and support from adults and peers, participate in shared writing activities that apply *Essential Elements of Grade 9-10 Reading Standards* to literature (e.g., "Identify when an author references one text to another text."). Ex. After reading two very basic texts on similar topics, indicate "same" or "different" as the teacher displays two pages, focusing first on the illustrations and later on the text content, and the teacher adds the responses to a chart. Ex. After listening to an e-buddy read aloud a simple text over Internet videoconferencing, exchange e-mails in which the e-buddy includes references or quotes in each message, and the student identifies it with teacher guidance and support, and using word prediction software and a talking word processor types a message indicating the text line and page of the reference or quote and a comment about it.
b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and	**EEW.9-10.9.b.** Apply *Essential Elements of Grade 9-10 Reading Standards* to informational	**EEW.9-10.9.b.** Apply *Essential Elements of Grade 9-10 Reading Standards* to informational text (e.g., "Use evidence and statements to support an argument."). Ex. Write answers to questions about whether key details support the

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evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	text (e.g., "Delineate statements that support an argument.").	central idea or claim of an author in the text. **EEW.9-10.9.b.** Apply *Essential Elements of Grade 9-10 Reading Standards* to informational text (e.g., "Delineate statements that support an argument.") Ex. Read a text to determine which claims are fact and then make a list of those facts. Ex. Read a book to determine the author's point of view and then write selected phrases from the text that support it. Ex. Complete the L column of a KWL chart, answering questions they posed with text evidence, noting the page where answers were found. **EEW.9-10.9.b.** With guidance and support, apply *Essential Elements of Grade 9-10 Reading Standards* to informational text (e.g., "Delineate statements that support an argument."). Ex. Read a text with the teacher and a small group to determine which claims are fact and then work with the group to write a list of those facts. Ex. After reading a book with an adult to determine the author's point of view, discuss the point of view and write about the facts from the conversation while the teacher helps the student recall the facts. **EEW.9-10.9.b.** With guidance and support, participate in group writing activities applying *Essential Elements of Grade 9-10 Reading Standards* to informational text (e.g., "Delineate statements that support an argument."). Ex. Use voice output communication devices to interact with peers during

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		collaborative writing projects, asking them to read aloud and point to text as they do so, and indicating "yes" or "no" to keep the information in the text. For "no" responses, peers will defend evidence with text references or eliminate as directed. Ex. Use a preprogrammed alternative keyboard to contribute to a small group writing project.
Range of Writing. **W.9-10.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	**EEW.9-10.10**. Write routinely over time for a range of tasks, purposes, and audiences.	**EEW.9-10.10.** Write routinely over time for a range of tasks, purposes, and audiences. Ex. Write a note to the principal about an upcoming event and return to it the next day to revise and complete it before it is sent to the principal. Ex. Write a research report for social studies class, working on it for several days adding more information to address the areas in the teacher's rubric. **EEW.9-10.10.** With guidance and support, write routinely over time for a variety of tasks, purposes, and audiences. Ex. Using word prediction software with a topic-specific dictionary and a talking word processor on the computer, write notes to the school principal and the teacher about an upcoming event. Ex. Using word prediction software with a topic-specific dictionary and a talking word processor, complete a short research report and then review and revise it. Ex. With guidance and support, write labels to go with a display for a group research project. **EEW.9-10.10.** With guidance and support, communicate routinely for a variety of purposes and audiences.

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		Ex. After shared reading of an informational passage and repeating a word or phrase from the passage, use a multiple message voice output device and models from an adult communication partner to make comments during group writing projects which are written on a comments page and read aloud to the student by a peer.
		Ex. After shared reading of an informational passage and nodding to agree when the teacher repeats a statement from the passage, use a multiple message voice output device with a peer who helps navigate to the appropriate page to give feedback to peers who are sharing their writing. This feedback is written by peers on their drafts and read aloud via a talking word processor, screen reader, or a peer to the student.

Ninth-Tenth Grade English Language Arts Standards: Speaking and Listening

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Comprehension and Collaboration.
 	
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-
	EESL.9-10.1. Engage in collaborative discussions.
	  a. Prepare for discussions by collecting information on the topic.
		EESL.9-10.1.a. Prepare for discussions by collecting information on the topic and referring to it in the discussion.
		Ex. In preparation for a discussion, read or listen to a text or other multiple media source to create a list of facts about an assigned topic, and then refer to that list during a discussion on the topic.
		Ex. In preparation for a discussion, read or listen to a text on a topic and highlight important information, and then refer to that highlighted information during a discussion on the topic.
		Ex. In preparation for a discussion, preprogram information about a topic on a multiple message voice output device and then use the preprogrammed messages during a discussion.
		
		EESL.9-10.1.a. Prepare for discussions by collecting information on the topic.
		Ex. In preparation for a discussion, read or listen to a text or other multiple media source to create a list of facts about an assigned topic.
		Ex. In preparation for a discussion, read or listen to a text on a topic and highlight important information.
		
		EESL.9-10.1.a. Prepare for discussions by collecting information on the topic with a group.
		Ex. In preparation for a discussion, work with a peer or group of peers reading and/or listening to text or other multiple media sources to create a list of facts about an assigned topic.
		Ex. In preparation for a discussion, work with a peer or group of peers to

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reasoned exchange of ideas.		read with text displayed on an interactive whiteboard and highlight the important information. **EESL.9-10.1.a.** With guidance and support, prepare for a discussion by previewing pre-stored messages and then share those messages during the discussion. Ex. In preparation for a discussion, practice selecting four different messages from a multiple message voice output device programmed by the teacher, and then share the messages during a discussion. Ex. In preparation for a discussion, preview a message on a single message voice output device programmed by a peer by activating the message and attending to the peer's explanation, and then activate the message during the ensuing group discussion.
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	**EESL.9-10.1.b.** Work with peers to set rules for discussions.	**EESL.9-10.1.b.** Work with peers to set rules for discussions and follow those rules during the discussion. Ex. Contribute own ideas (e.g., take turns) during a discussion of group rules, agree upon the rules the group decides, and then follow the rules during the ensuing discussion. Ex. Work with peers to select rules they will follow from a list of possibilities, and then follow those rules during the discussion. **EESL.9-10.1.b.** Work with peers to set rules for discussions. Ex. Contribute own ideas (e.g., take turns) during a discussion of group rules, agree upon the rules the group decides. Ex. Work with peers to select rules they will follow from a list of possibilities.

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		EESL.9-10.1.b. Follow rules for discussions. Ex. Given that the group decided they would take turns, take turns during the discussion. Ex. Given that the group decided they would stick to the topic, remain on the topic of the discussion. **EESL.9-10.1.b.** Follow the discussion. Ex. Demonstrate attention to the discussion by nodding, gesturing, or vocalizing appropriately in response to peers and the teacher. Ex. Indicate agreement to include a group rule by activating a single message voice output device (e.g., "That's a good idea.").
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	**EESL.9-10.1.c.** Relate the topic of discussion to broader themes or ideas.	**EESL.9-10.1.c.** Ask and answer questions to verify or clarify own ideas and understandings during a discussion. Ex. Participate in a discussion on an assigned topic by asking questions to clarify or verify comments by peers (e.g., "What did you mean?" "Where did you find out?") and responding to questions to clarify own comments (e.g., "I don't know." "I saw it in this movie."). Ex. While participating in a discussion, ask questions while peers are speaking to clarify their comments (e.g., "What does that mean?") and answer questions posed by peers to verify own information (e.g., "Let me show you."). **EESL.9-10.1.c.** Ask and answer questions during a discussion. Ex. During a discussion, use preprogrammed questions on a multiple message voice output device to ask questions or peers (e.g., "Why?" "When did that happen?" "How do you know?"), and respond to

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		questions by pointing to prepared responses or using the device to construct responses. Ex. During a discussion, answer questions about own contributions (e.g., "What else do you know?") and ask questions of others (e.g., "Then what happened?"). **EESL.9-10.1.c.** Ask or answer questions during a discussion. Ex. Answer questions posed by peers during a discussion (using "yes" or "no" responses or single words, activating a voice output device with preprogrammed messages, or pointing to a picture). Ex. Ask peers questions during a discussion (e.g., using single words such as *who*, *what*, *where;* single words with a rising intonation; or activating a voice output device with preprogrammed messages, "Can you tell me more?"). **EESL.9-10.1.c.** Participate in a discussion. Ex. During a discussion, use a preprogrammed multiple message voice output device to comment (e.g., "That's interesting." or "I know something about that."). Ex. During a discussion, use a preprogrammed single message voice output to comment during a discussion.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and	**EESL.9-10.1.d.** Indicate agreement or disagreement with others during discussions.	**EESL.9-10.1.d.** Clarify own views during discussions. Ex. After stating own view (e.g., "I think the order is wrong."), a peer seeks clarification (e.g., "What is wrong?"), and the student clarifies (e.g., "This one goes first."). Ex. During a discussion with peers, one peer says, "<Student> thinks this is

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disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		a waste of time." The student clarifies, "No, I don't. It is important." **EESL.9-10.1.d.** Indicate agreement or disagreement with others during discussions. Ex. During a discussion about an assigned topic, indicate agreement with the speaker by nodding or offering verbal confirmation, "yeah" or "me too". Ex. During a discussion, one peer says, "I think we're done." and the student agrees, "Yeah, done." **EESL.9-10.1.d.** State own views during a discussion. Ex. During a discussion, tell the group, "That is the most important part." Ex. During a discussion, share views about a topic that the student preprogrammed into a multiple message voice output device. **EESL.9-10.1.d.** Participate in a discussion. Ex. See EESL.9-10.1.c.
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	**EESL.9-10.2**. Determine the credibility of information presented in diverse media or formats.	**EESL.9-10.2.** Determine the credibility of information presented across diverse media or formats. Ex. Compare information on one topic from two or more Internet sources. Ex. Compare information on a topic in a book with the same topic described on the Internet. **EESL.9-10.2.** Determine the credibility of information presented in diverse media or formats. Ex. Use strategies to confirm the credibility of information gathered (e.g.,

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		Check with a known authority to verify information found on the Internet such as asking the school nurse about health information or a parent or adult about safety information.).
		Ex. Check information gathered from one source with the information presented on the same topic in another source in order to determine its credibility.
		EESL.9-10.2. Identify information presented in diverse media or formats.
		Ex. Search the web using terms related to the topic in order to find information about a specific topic.
		Ex. Look in the index of a book to find a reference to information on an assigned topic.
		Ex. Stop a video at the appropriate point where information on a particular topic is being shared.
		EESL.9-10.2. With guidance and support, identify information presented in diverse media or formats.
		Ex. Work with a peer to search the web entering terms identified by the peer and scanning sites for information on a predetermined topic.
		Ex. After a peer explains information related to a topic, identify a related photo from an array displayed on an interactive whiteboard.
SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious	**EESL.9-10.3.** Determine the speaker's point of view on a topic.	**EESL.9-10.3.** Determine whether the claims made by a speaker are credible (e.g., fact or opinion; supported or unsupported).
		Ex. Given a video recording of a speaker, stop the video after each claim and determine when it is fact or opinion.
		Ex. Given a written record (notes) of the claims a speaker made, highlight

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reasoning or exaggerated or distorted evidence.		each of the claims that are fact and those that are opinion. Ex. Determine whether claims made by a speaker are fact or opinion by asking advice of a parent or teacher. **EESL.9-10.3.** Determine whether a claim made by a speaker is credible (e.g., fact or opinion; supported or unsupported). Ex. Given a written version of a single claim presented by a speaker, evaluate the claim to determine whether it is fact or opinion. Ex. After a peer makes a claim about a text being read and discussed, determine whether the claim is supported by the text. **EESL.9-10.3.** Identify whether claims made by a speaker regarding a known topic are fact or opinion. Ex. Given claims made by a speaker regarding a topic that is known to the student (e.g., *It always snows when it is cold.*), identify whether the claim is true. Ex. While listening to the morning announcements, determine whether announcements are fact (e.g., Tomorrow is an early release day.) or opinion (e.g., Saturday's dance is sure to be the best ever.). **EESL.9-10.3.** Identify facts about self. Ex. Given a list of facts about students in the class, identify those that are facts about self (e.g., I am a boy. I have brown hair. I have green eyes.).
Presentation of Knowledge and Ideas.	**EESL.9-10.4.** Present an argument on a topic with logically organized claims,	**EESL.9-10.4.** Present information and supporting evidence logically with an organization that is appropriate to the purpose, audience, and task. Ex. Given the assignment to present information to teach others how to

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SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	reasons, and evidence.	complete a task, gather the information with supporting evidence, organize it, and present it to the class. Ex. Match information with supporting evidence, organize it to display in a multimedia presentation, and present it to the group (e.g., PowerPoint notes with PowerPoint presentation). **EESL.9-10.4.** Present information logically with an organization that is appropriate to the purpose, audience, and task. Ex. Create a presentation for parents about a project the class completed that begins with a picture of the final product and then explains each step and presents it at an open house. Ex. Present information about a book being read in class starting with a statement of the topic and main idea of the book and following with important details that appear throughout. **EESL.9-10.4.** Present information. Ex. Share information on assigned topic that has been prepared with peers. Ex. Assist peers in presenting information that has been compiled working with the group. **EESL.9-10.4.** Communicate with peers on an assigned topic. Ex. Speak, sign, use symbols or technology to share an idea on a topic with peers (e.g., "Dogs are good pets.").
SL.9-10.5. Make strategic use of digital media (e.g.,	**EESL.9-10.5.** Use digital media (e.g., textual,	**EESL.9-10.5.** Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support

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textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	graphical, audio, visual, and interactive elements) in presentations to support understanding.	understanding and add interest. Ex. Use a combination of text, graphics, and video clips in a presentation about their own responsibilities as part of a unit on personal responsibility. Ex. Strategically place text and graphic images on a tri-fold science display to add interest to a presentation on an assigned topic. **EESL.9-10.5.** Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding. Ex. Put text and graphics together in a multimedia presentation about their own responsibilities as part of a unit on personal responsibility. Ex. Place a text and graphic images on a tri-fold science display and use it to support an oral presentation. **EESL.9-10.5.** Select an image or other digital media to add to a presentation. Ex. Given an array of images selected by peers or an adult, select an image to add to a predetermined section of a presentation. Ex. Given a selection of short video clips edited by peers or an adult, select an image to include in a presentation. **EESL.9-10.5.** Assist with media presentation. Ex. Indicate approval of images a peer has selected to include in a media presentation. Ex. Use a switch to give a presentation prepared with a group of peers.
SL.9-10.6. Adapt speech to a variety of contexts and	**EESL.9-10.6.** Adapt communication to a variety	**EESL.9-10.6.** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

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tasks, demonstrating command of formal English when indicated or appropriate.	of contexts and tasks using complete sentences when indicated or appropriate.	Ex. Shift from informal communication with peers during a discussion to speaking in complete sentences when the teacher asks for a summary of the discussion. Ex. During lunch, adapt from informal, telegraphic speech when communicating with peers (e.g., holds up milk carton and says, "help") to complete sentences when an adult stops to ask a question (e.g., "We can go now."). Ex. During a discussion, speak in complete sentences to share prepared information and shift to informal language to respond to follow-up questions from peers. **EESL.9-10.6.** Communicate in a variety of contexts and tasks using complete sentences when asked. Ex. Expand an initial single-word communication to a complete sentence when asked (e.g., The student says, "more" and expands it to say, "I want more." when asked). Ex. Use a multiple message voice output device to expand an initial communication to a complete sentence (e.g., The student uses a multiple message voice output device to say, "bad class," and expands it to say, "The class was bad." when asked to say it in a complete sentence.). Ex. Use a multiple voice output device to expand an initial communication when asked for clarification (e.g., The student says, "basketball game," a peer says "What about the basketball game?," and the student says, "See basketball game?"). **EESL.9-10.6.** Communicate in a variety of contexts.

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		Ex. When working with peers, eye gazes to choices offered by peers to make choices and contribute. Ex. When working with a related services provider, select a symbol from an array of options to communicate a choice of activities.

Ninth-Tenth Grade English Language Arts Standards: Language

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Conventions of Standard English. **L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.*[*sic*]	**EEL.9-10.1.** Demonstrate knowledge of the conventions of standard English grammar and usage when writing or speaking. a. N/A	
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	**EEL.9-10.1.b.** Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.	**EEL.9-10.1.b.** Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information. Ex. Give an oral report on a topic (e.g., explain a simple process) using sentences that includes a variety of parts of speech. Ex. Write a brief, written report using sentences that includes a variety of parts of speech. **EEL.9-10.1.b.** Use complete sentences to convey information in spoken and written English. Ex. Write grammatically complete sentences when making entries in a journal. Ex. Use grammatically complete sentences to tell about science class. **EEL.9-10.1.b.** Understand the meaning of words.

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		Ex. Selects from an array of pictures, objects, or other symbols to demonstrate understanding of spoken words.
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	**EEL.9-10.2.** Demonstrate understanding of conventions of standard English. a. Use a comma and conjunction to combine two single sentences.	**EEL.9-10.2.a.** Use correct punctuation when writing. Ex. Write a letter and include a comma after greeting and closing as well as ending punctuation throughout. Ex. Write a brief dialogue using quotation marks appropriately. **EEL.9-10.2.a**. Use correct punctuation when writing. Ex. Write a series of sentences using correct ending punctuation on each sentence. **EEL.9-10.2.a.** Use correct punctuation when writing a sentence. Ex. Use correct punctuation in writing one simple sentence. **EEL.9-10.2.a.** With guidance and support during shared writing, indicate the need to use any form of punctuation.
b. Use a colon to introduce a list or quotation.	**EEL.9-10.2.b.** N/A	
c. Spell correctly.	**EEL.9-10.2.c.** Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.	**EEL.9-10.2.c.** Spell most high-frequency words correctly and apply knowledge of word chunks including common prefixes, suffixes, and roots (morphemes) in spelling longer words. Ex. Using words from a story just read, write a letter to the character spelling the words correctly. Ex. Spell words with common roots and predetermined prefixes (e.g., un-,

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		re-) when writing.
		EEL.9-10.2.c. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.
		Ex. Given a list of focus words for the week, retell a story read, spelling focus words correctly.
		Ex. Given index cards with various word chunks, match cards to create words recited by the teacher.
		EEL.9-10.2.c. With guidance and support, spell familiar single-syllable words correctly.
		Ex. Use a word wall to spell words correctly when writing.
		EEL.9-10.2.c. Demonstrate knowledge of capital letters.
		Ex. Identify the first letter of first name.
		Ex. Identify uppercase letters from an array of letters.
		Ex. Distinguish letters from numbers in an array.
Knowledge of Language. **L.9-10.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully	**EEL.9-10.3.** Use language to achieve desired outcomes when communicating. a. Vary syntax when writing and communicating.	**EEL.9-10.3.** Write and revise work using knowledge of language to achieve the desired meaning for the intended audience. Ex. Write a short report on a content topic, reread and revise for clarity. Ex. Write instructions for a process, reread, and revise for proper sequence. **EEL.9-10.3**. Write and revise work so that it communicates clearly to the intended audience. Ex. Write a letter, reread to make sure it says what is intended, and revise

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when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.		to clarify. **EEL.9-10.3.** Write and add more to clarify intended message. Ex. Adds an adjective to the sentence to clarify meaning. **EEL.9-10.3.** Select words to communicate desired message. Ex. Select from an array of pictures, objects, or symbols to communicate desired message.

Vocabulary Acquisition and Use.
 	
L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in
	EEL.9-10.4. Demonstrate knowledge of word meanings.
	  a. Use context to determine the meaning of unknown.
		EEL.9-10.4.a. Use context to determine the meaning of unknown words.
		Ex. Determine the meaning of untaught words using knowledge of the topic of the passage and the context surrounding the word.
		
		EEL.9-10.4.a. Determine meaning of a word or phrase from context in a sentence.
		Ex. Given choices of old and new words, correctly fills in a word to complete a sentence.
		
		EEL.9-10.4.a. Recognize the meaning of word from a picture.
		Ex. When shown a picture of an elephant and the teacher says, "This elephant is huge. Does huge mean big or small?," the student chooses symbol for big.
		Ex. Point to object (computer) in response to word to indicate meaning.

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a sentence) as a clue to the meaning of a word or phrase.		
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).	**EEL.9-10.4.b.** Identify and use root words and the words that result when affixes are added or removed.	
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	**EEL.9-10.4.c.** Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.	**EEL.9-10.4.c.** Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. Ex. Use the vocabulary look-up feature in a screen reader to check the meaning of an unknown word. Ex. Use an electronic dictionary to enter an unfamiliar word encountered in text and check the meaning. Ex. Look up an unfamiliar word in a primary dictionary to check the meaning. **EEL.9-10.4.c.** With guidance and support, consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. Ex. Double-click on a word to reveal the definition of a word in multimedia reading software.

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		Ex. With support getting to the correct page, look up an unfamiliar word in a primary dictionary to check the meaning. **EEL.9-10.4.c.** Asks for clarification when needed. Ex. Indicates confusion or lack of understanding saying, "I don't know." Ex. Indicates "yes" or "no" when asked, "Do you understand?" or "Do you have any questions?" Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**EEL.9-10.4.d.** N/A (See EE.L.9-10.4.c. above).	
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role	**EEL.9-10.5.** Demonstrate understanding of word relationships and use. a. Interpret common figures of speech.	**EEL.9-10.5.a.** Distinguish understanding of multiple meaning of words and figures of speech. Ex. Use same word in two ways. Ex. Use figurative language (e.g., *It's raining cats and dogs.*). **EEL.9-10.5.a.** Recognize when a multiple meaning word is used two ways. Ex. Given two sentences in which the same word is used two ways, point to or indicate the repeated word in each sentence. **EEL.9-10.5.a.** Respond to the use of a word in two ways.

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in the text.		Ex. Follow two directions that include the use of the same word in two different ways (e.g., "Move *back*." and "Show me your *back*.").
b. Analyze nuances in the meaning of words with similar denotations.	**EEL.9-10.5.b.** Determine the intended meaning of multiple meaning words.	
L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**EEL.9-10.6.** Use general academic and domain-specific words and phrases across contexts.	**EEL.9-10.6.** Acquire and use general academic and domain-specific words and phrases common to the student's experience. Ex. Use words and phrases from reading to write answers to questions. **EEL.9-10.6.** Acquire and use general academic and domain-specific words and phrases**.** Ex. Use words and graphics from reading in social studies and science. Ex. Use academic words learned in reading to answer questions. **EEL.9-10.6.** Recognize general academic language. Ex. Asked "Which do you learn about in science, animals or sewing?" Answer "Animals." Ex. Point to dictionary when asked, "Where do you go to find out what words mean?" **EEL.9-10.6.** Respond to general academic language. Ex. Ask for assistance when encountering new academic vocabulary. Ex. Point to, underline, or use a preprogrammed switch to indicate that a new academic word has been used by the speaker or reader.